

Kidz OK Ltd

Little Parndon Primary School, Park Mead, Harlow, Essex, CM20 1PU

Inspection date	15/07/2014
Previous inspection date	27/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff use a wide range of effective teaching strategies, such as open-ended questioning, to support children's good progress.
- The effective key-person system helps children to build strong bonds and relationships with staff and peers. This successfully supports children's feelings of security and well-being.
- Children are protected because the pre-school has clear and well-maintained safeguarding procedures, which are known by staff and implemented in daily practice.
- The views and opinions of parents and children are regularly sought. This helps the provider to gain important information about the service she provides. As a result, the pre-school is able to successfully evolve over time, meeting user needs effectively.

It is not yet outstanding because

- There is opportunity to enrich communications with parents and carers, encouraging them all to share further information, about their children's ongoing achievements and learning at home, to enhance staff's knowledge about each child, when planning their next steps in learning.
- On occasion, resources provided for children in the outdoor learning environment do not cover all areas of learning. This does not ensure that the way that each child learns is always fully catered for.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors and in the pre-school outside play areas and spent time talking to children and staff.
The inspector looked at a wide range of information, including children's assessment records, planning documentation, evidence of suitability of staff members and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector reviewed and discussed the provider's hardcopy self-evaluation form provided at inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Ann Cozzi

Full report

Information about the setting

Kidz OK Ltd was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Little Parndon Primary School in Harlow, Essex. The pre-school serves the local area and wider area and it is accessible to all children. There is an area available for outdoor play. The pre-school opens Monday to Friday, term time only. Sessions are from 8.40am until 3.10pm. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children and there are 90 children on roll. It supports a number of children with special educational needs and/or disabilities and children, who speak English as an additional language. The pre-school employs 16 members of childcare staff, of whom 12 hold appropriate early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enrich opportunities for all parents and carers to extend information sharing related to their children's learning and achievements at home, providing the staff with enhanced knowledge and understanding about what each child knows and can do

- expand the range of resources available to children in the outdoor learning environment to ensure that all learning styles are consistently supported.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff show a good understanding with regard to the needs of all children attending the pre-school. They take the time to find out important information about each child's starting points through initial observations and where needed, outside agencies. As a result, they gain a good understanding of their abilities and next steps in learning. This means that staff are able to accurately plan interesting activities that engage children's interest and provide them with appropriate levels of challenge. Ongoing observations and assessments ensure that this understanding is well maintained. In consultation with parents, staff also complete individual progress checks for children between the ages of two and three years. This helps them to identify any gaps in learning and seek out additional support when needed. Therefore, all children, including those learning English as an additional language and those with special educational needs and/or disabilities, make good progress and acquire the skills they need in preparation for school. Staff are aware of key words in a range of languages and are working to promote the equality and diversity of the setting as a whole. Staff demonstrate a good understanding of how young children learn through play and exploration. They make certain that they are given plenty

of time to discover things for themselves. For example, young children practise their physical skills, pressing buttons to manoeuvre a remote control car in a range of directions. They use concentration and successfully develop problem-solving skills as they work out how to recover the car, which has rolled underneath a container.

The quality of teaching is good. Staff show a clear understanding of how to nurture and extend children's curiosity and learning. This is supported well by the use of pertinent discussions. For instance, they introduce mathematical language to extend children's understanding of capacity, during water play. This ignites children's interest, which leads them to estimate how many more cups of water they will need to fill their container. Staff promote children's communication and language well. They listen with interest to what children have to say, showing that they value their contributions. Staff make sure that children have plenty of time to think and respond to a wide range of open-ended questions, without rushing them towards the answers. They organise the indoor learning environment well. As a result, children have lots of fun as they select stimulating toys and props to use as part of their imaginary games. This in turn, encourages children to express their own ideas, thoughts and feelings through play. They show their growing understanding of the world as they make pretend cakes out of play dough. Staff successfully support children to build positive relationships with their peers. For instance, encouraging them to take account of one another's ideas about which oven their tray of cakes will fit into.

During each session, children have the option to choose if they play indoors or outside. This helps towards supporting all learning styles. However, on occasion, the organisation of resources does not fully ensure that all areas of learning are covered. Children have lots of fun taking part in vigorous physical play opportunities. Staff encourage children to 'have a go' at new activities and start to judge risks for themselves. They remain nearby at all times, which means that they are able to monitor children's safety and offer guidance and encouragement when needed. This successfully promotes children's physical development and supports them to increase their abilities through effort and practise. On the whole, partnerships with parents are good. Staff share information with parents about children's progress and give them some ideas that they can use with their children at home. However, there is scope to enrich this to include more information linked to children's ongoing achievements and learning at home, to enhance the planning for each child's next steps in learning.

The contribution of the early years provision to the well-being of children

Children settle well in the pre-school. The effective key-person system ensures that children are able to develop close bonds with linked adults. This gives them a secure base to cultivate further attachments with other staff and peers. For example, children actively seek out staff to join in with their games and conversations. Staff also support children's well-being through very close working relationships with their parents. This makes certain that both parties are consistently well informed about children's individual needs. As a result, children are emotionally secure and able to move easily between pre-school and home.

Children behave well because staff consistently provide them with clear guidance about acceptable behaviour in the pre-school. This helps children to gain a good understanding about the consequences of their actions. For example, they remind children that someone may get hurt if they walk across the outdoor area designated for wheeled toys. Children develop good awareness with regard to taking measured risks. They develop physical skills, such as balance, as they learn to walk safely across a row of large construction bricks.

Children's awareness of healthy lifestyles is effectively supported by staff. They encourage children to move between the indoors and outside, which ensures that they spend plenty of time in the fresh air. Children enjoy taking part in a wide range of vigorous physical play opportunities, such as running, jumping and climbing. Staff make good use of discussion to teach children about why it is important to wash their hands at relevant times during the day. For example, children understand that they need to wash their hands before they eat, to get rid of germs. Staff provide a balanced range of snacks, such as fresh fruit and crackers at snack time. They also teach children about foods that are good for them and help them to grow strong.

The effectiveness of the leadership and management of the early years provision

The pre-school has received one monitoring visit and has made improvements since the last inspection. Staff have a secure knowledge of safeguarding, including the possible signs of abuse. They understand the correct procedures to follow should they have a concern about a child in their care. All staff have undertaken safeguarding training, which supports their knowledge and understanding. Robust employment procedures are implemented in practice and ensure that relevant checks are undertaken to ensure that all staff are suitable to work with children. For example, qualifications are verified and Disclosure and Barring Service checks are carried out. Effective procedures mean that staff are not left alone with children until this process is completed. Good safety measures are in place throughout the pre-school to protect children's safety. For example, there is an entry telephone system in place on the external gate, which is kept locked when children are in attendance and all visitors' identities are checked. All required policies and procedures are in place, maintained appropriately and effectively implemented to support children's well-being. For example, mobile telephones are stored away safely and accident records are detailed and monitored to reduce risk.

The educational programmes are monitored, including those for specific groups of children, for example, boys and girls, so as to identify gaps in the provision and ensure that planning is focused on providing challenging and enjoyable experiences. Planning clearly identifies activities that have been specifically planned for. The manager has completed leadership and management training to support her understanding of managing a team. She uses regular observations of staff to effectively monitor their practice. This enables her to ensure that children's learning and development are consistently maximised. She gives staff constructive feedback and uses this as part of a regular programme of supervisions and appraisals to support monitoring and ongoing improvements. All staff have access to regular training to enrich their knowledge, which

has helped to improve the quality of teaching. For example, a new English as an additional language record is completed and shared with all parents to promote staff's understanding of children's language. Staff, parents and children are all provided with the opportunity to contribute ideas as part of the evaluation process. For instance, children's views are included alongside displays of their work throughout the pre-school.

Strong partnerships with parents and others agencies helps staff to support children's inclusion, continuity of care and learning very well. Parents complete an annual questionnaire and use social media to contribute their ongoing ideas about the running of the pre-school. All parents spoken to during the inspection provided positive feedback about the providers and staff. They said that staff in the pre-school are extremely supportive, approachable, friendly and helpful. They feel that they are kept well informed about their children's development and how they can support this at home. Parents feel their children have made lots of progress since they have been attending. Parents also state that they would defiantly recommend the pre-school to other parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY420490
Local authority	Essex
Inspection number	971382
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	90
Name of provider	Kidz OK Ltd
Date of previous inspection	27/02/2014
Telephone number	01279445566

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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